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IDENTIFIERS	Project Head Start; Tutor Training; Volunteer Recruitment

ABSTRACT

This Greenville Public Library literacy project final performance report begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project objectives for 1992-93: (1) train 30 new tutors; (2) provide a minimum of two advanced training workshops for veteran tutors; (3) hold a recognition event to encourage retention of veteran volunteers, provide inspiration to prospective volunteers, and recognize students; (4) acquire library materials and instructional resources; (5) collaborate with librarians and directors/teachers of Head Start programs and other agencies to involve parents and children in library activities; (6) establish a satellite program; (7) contact county agencies, farmers' groups, and schools and enlist their help in publicizing information about the English as a Second Language (ESL) program; (8) contact union leaders and company management to promote involvement of employees to recruit students or volunteer tutors; and (9) to improve and maintain program staffing. Proposed and actual expenditures are compared. Details are provided on materials acquired, tutor training, library role, agencies and organizations providing services, libraries and other sites used, and impact on the ongoing literacy program. A brochure used for recruiting volunteers and a newsletter are attached. (MES)

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ED 415 885

Greenville Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

PART 1 - GENERAL INFORMATION

GRANTEE: CITY OF GREENVILLE
GREENVILLE PUBLIC LIBRARY
411 S. Lafayette St.
Greenville, MI 48838

REPORTING PERSON: Virginia Schantz Phone: (616) 754-6359

GRANT NUMBER: R 1 6 7 A 2 0 4 2 3

GRANT AMOUNT: $ 29,225.

AMOUNT EXPENDED: $ 29,225.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
✓ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

✓ Recruitment
✓ Retention
___ Space Renovation
___ Coalition Building
✓ Public Awareness
✓ Training
✓ Rural Oriented
___ Basic Literacy
___ Other (describe)_____
✓ Collection Development
✓ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
✓ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
✓ Learning Disabled
___ Mentally Disabled
✓ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
✓ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
✓ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ✓ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ___ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The Litstart Assessment test is used to determine present skills and level and for diagnostic purposes.

The graded series checkups are used to track progress when those series are used. The LVA Post Test is, also, used for determining progress.

1 grade level is advanced with approximately 36 hours of tutoring.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ✓ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Student determines long term and short term goals at enrollment. Monthly tutor reports of anecdotal remarks of accomplishments are documented; for example, voted for the first time, read and passed driver's test, CDL test, reads to children, enrolled in HS completion, Jr. college, a job training class, passed state certification test for job, now can read a menu.

The student's perspective of progress is gained through a Survey and/or consultation with the Program Director.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
✓ recruitment brochure
___ resource directory
___ evaluation report
___ survey
✓ newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 109
Of those served, how many received direct tutoring service? 109
How many hours of direct tutoring service did they receive? 40 hrs. each
How many new volunteer tutors were trained? 23
How many current volunteer tutors received additional training? 45
How many volunteer tutors (total) were involved? 67
How many non-tutor volunteers were recruited? 18
How many service hours were provided by non-tutors? 464 hrs.
How many librarians were oriented to literacy methods, materials, and students? 2
How many trainers of tutors were trained? NA

Part III: Narrative Report see pp. 6 - 19

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

pp. 6 - 19 = 14 pp. of narrative

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III - NARRATIVE REPORT

No. 1 COMPARISON and EVALUATION...

Because of the LSCA Title VI funds, the Montcalm Adult Reading Council was able to meet the demands for its services. Knowledge of the program increased throughout the county through personal contacts with agencies, publicity efforts and the establishment of a satelite literacy program in the northeast part of the county. Collaboration with school districts and public libraries in the use of facilities helps to make services accessable to adults in this rural county.

From the student enrollment, it is obvious that this tutoring program is meeting the needs of individuals throughout the county and filling the educational gap of public school adult programs.

Following is a comparison and evaluation of actual accomplishments of the goals and objectives set forth in the approved application:

GOAL #1 - EXPAND AND MAINTAIN A CADRE OF VOLUNTEER TUTORS AND PROVIDE TRAINING AND RESOURCE MATERIALS FOR THEM.

OBJECTIVE: Train 30 new tutors by September 1993 to increase the cadre of active tutors to 100.

Outcome: Twenty-three (23) new volunteers were trained which increased the cadre of active tutors to 98 (2 short of our goal).

Evaluation: Two tutor training workshops were held in order to maintain a pool of active tutors from which we can match with students enrolling throughout the year. Although we didn't reach our objective of 30 new volunteers several tutors worked with more than one student on a 1 - 1 basis. Since tutors and students are matched by the Program Director to accomodate individual schedules, occasionally tutors are available, but not at the same time of a student. This accounts for available tutors without students and other tutors working with more than one. Recruitment of volunteers is an ongoing activity and two training workshops a year seem to be adequate at this point in our program.

OBJECTIVE: Provide a minimum of two (2) advanced training workshops for veteran tutors to continue their education and enhance their tutoring skills.

Outcome: Three (3) advanced workshops plus the annual State Literacy Conference were available and 45 tutors participated. Dates, topics and description of these are given in the ACTIVITIES section of this report.

Evaluation: These workshops were designed to build upon the tutors' previous training and experience to provide additional knowledge and insight into the learning process as well as acquire or reinforce teaching strategies. Advanced workshops will continue to be part of the yearly plan. We feel that the quality and quantity of training offered to volunteers has a bearing upon their success and personal satisfaction in tutoring, and helps to retain volunteers in the program. The students and tutors benefit.

These workshops were conducted by qualified presenters (discussed in No. 3 on the following pages).

OBJECTIVE: Hold a Recognition event honoring volunteer service to the program to encourage retention of veteran volunteers, provide inspiration to prospective volunteers, and to recognize students for their commitment to learning.

Outcome: One hundred fifteen (115) volunteers and students attended a special evening on May 4, 1993. Tutors and students received certificates for their commitment to tutoring and learning. Five received their 5 year service pin and two tutors shared the honor of Volunteer of the Year recognizing their contributions of time and talent to the literacy cause and to the local program beyond tutoring. One student was recognized for completing his high school requirements. All students received certificates acknowledging their commitment to learning. Board Members, tutor officers and contributors were also recognized. The speakers for this event were outstanding and inspirational - Ed Castor and Larry Testasecca from GMC and UAW.

Evaluation: This event gives volunteers and students an opportunity to come together in a group setting for the first time. It fosters a feeling of community support and showcases the community effort that makes the literacy program available. It is a broadening experience for the students to come out of isolation and into a commaraderie with others with similiar reading problems. It is an opportunity for the Program Director to give public praise to the dedicated volunteers and to encourage students to continue their commitment for learning to read. This event received coverage from the local newspaper which generates community awareness and support for the on-going program.

Everyone looks forward to another similiar activity next year. It is well worth repeating for the self worth it creates as a result of being involved in the literacy program.

OBJECTIVE: Acquisition of library materials and instructional resources for tutors and students.

Outcome: These materials were purchased in a variety of formats for tutor and student use - videos, computer programs, books, booklets, teaching manuals, workbooks, audio cassette programs and were easily accessable by tutors and students throughout the county through the interlibrary loan system.

Evaluation: A variety of resources allows tutors to customize the instruction to an individual's reading level, interest and goal. These materials can fill the gaps of an adult's reading skills. Rather than following one curriculum series lesson by lesson, the tutor can pull chapters from several resources to develop more meaningful and practical instruction. The student workbooks provide reinforcement activities of a concept being taught. Likewise, videos, audio cassettes, computer programs are used effectively as reinforcement. Students get a library card for the first time which broadens their access to a world of information previously un-utilized by them because of their low reading skills. This enhances their self-esteem and control of their lives. This experience initiates them to the world of libraries and what it offers them. Acquisition of library materials is an integral component of our literacy program and we continually search for high interest/low vocabulary materials in uncluttered, clearly printed format.

GOAL # 2 PROMOTE FAMILY LITERACY THROUGH INTERGENERATIONAL READING ACTIVITIES.

OBJECTIVE: Collaborate with librarians and Directors/teachers of Head Start programs and other agencies to involve parents and children in a library activity.

Outcome: This objective was partially accomplished in that the children were brought as a group to the library to choose books and listen to storytelling, but parents were not involved as a group.

Evaluation: The object in getting parents involved was to inform them about the free adult reading program available for basic literacy instruction and to encourage those in need of this to enroll. However, M.A.R.C. had reached its capacity of enrollment and tutor/student matches. Therefore, this objective was not pursued because of our limitations at this time. In the future it is worth

pursing as the potential of reaching some parents with low reading skills is in this group. However, the obstacle in getting them enrolled and meeting weekly with a tutor may be transportation and child care of younger siblings. This needs to be investigated with the agencies.

GOAL # 3 - EXPAND THE OUTREACH OF SERVICES TO A GREATER NUMBER OF PEOPLE IN THE COUNTY.

OBJECTIVE: Establish a satelite program in the Edmore/Vestaburg area. (Northeast part of the county)

Outcome: This was accomplished through the two public libraries in those areas and with volunteers who took the tutor training.

Evaluation: This cooperation of the library directors and their library boards has made literacy instruction available to those adults in that part of the county. The student enrollment for reading skill development will increase each year as the residents learn about this program. The libraries handle local inquiries and dissemination of program literature and information. Tutor and student materials are made available at the library facilities. The Edmore library has a pleasant meeting room for tutors and students to use for weekly instruction. This satelite program is expected to continue and will reach more volunteer tutors and students in that area.

OBJECTIVE: Contact county agencies, DSS, farmers' groups, schools and enlist their help in publicizing information about the ESL (English as a Second Language) program.

Outcome: This objective was accomplished through the activities of the ESL Coordinator of the M.A.R.C. program. Tutors worked with 19 adults of limited English proficiency

Evaluation: Reaching ethnic groups who have limited English proficiency is an important objective of the literacy program. Ours is the only program meeting their need for individualized instruction. This ESL component makes the literacy program inclusive. We find that a coordinator is needed to focus on this part of the total program as the needs of this group require a different approach of outreach and additional training of tutors. We were able to hire a coordinator part-time and this has made the outreach successful. We hope to continue this much needed component.

OBJECTIVE: Contact union leaders and company management to promote literacy involvement of employees in the workplace to recuit prospective students or volunteer tutors.

Outcome: Personal contact by the M.A.R.C. Program Director was made and promotional materials were distributed to the three larger industries in the county. The result was six (6) volunteers completed the tutor training.

Evaluation: It was determined from a question posed on the tutor intake form that the respondents became interested in tutoring after seeing and hearing a number of promotions. It appears that people respond to an appeal after many exposures from a variety of sources of which the workplace is one. Students most often come to the program because someone else has told them about the service which may or may not have been first encountered at the workplace. This contact, also, generated funds that helped to narrow the gap between total program budget and LSCA grant funds.
Our publicity campaign will continue to use all avenues to reach the public.

GOAL # 4 PROVIDE STAFF TO ADMINISTER AN ADULT LITERACY PROGRAM IN MONTCALM COUNTY.

OBJECTIVE: The objectives of this goal were to maintain the Program Director position at 1840 hours for the project, increase the ESL position to 20 hours per week, provide clerical assistance, and utilize volunteers to assist with clerical tasks.

Outcome: These were all accomplished.

Evaluation: For the size of this program, 1.5 FTE paid staff is needed as well as 18 non-tutor volunteers and the in-kind services of the library and school staff clerks and receptionists. This allows for conducting the day to day administrative tasks of implementing the goals and objectives of the literacy program. An additional part-time person is needed to help with publicity, the clerical tasks of setting up and conducting workshops, ordering and receiving materials, record tabulation and data entry into computer.

EVALUATION SUMMARY

The goals set forth for this project were successfully attained and generated a greater number of adult students as well as volunteers than otherwise could have been accomplished without LSCA funds. There were no major changes in the goals, staffing or budgeting and all funds were used for this project.

The design of this literacy program works well in our rural county. We hope to be able to continue providing this free tutoring service to those adults needing 1 - 1 instruction who otherwise cannot meet in a class setting or would not be successful until their basic reading skills are increased. Our program fills this gap and, in addition, serves the ethnic population with English as a second language instruction.

Part III. No. 2 **LSCA TITLE VI, 1992-1993 BUDGET AND EXPENDITURES**

Date 12/20/1993
Period Covered 10/01/92 to 9/30/93

Expense Categories	LSCA Budget	Expenditures
PERSONNEL Director (1840 hrs. @ $11.90 per hr. = $21,896.00) LSCA Portion = 1840 In-kind, personal = 48.25 Actual hours worked = 1888.25	$ 23,000.	23,000.00
TRAVEL, out of town for staff Mileage @ .25 per mile (For program promotion, networking, conference meetings, workshops)	225.	225.00
EQUIPMENT ($5000. up per item)	-	-
SUPPLIES (Tangible, expendable property) Stationery, envelopes, mailing labels, diskettes, copy paper, folders, other office supplies, student workbooks, instructional materials, tutor manuals.	2,500.	2,500.10
LIBRARY MATERIALS New Reader Collection and Tutor Resources Books, videos, audio cassettes, computer programs.	1,000.	1,094.24
OTHER Communication = $200. Conference attendance, tutor workshops = 1100. Postage = 400. Recognition/Retention Activity = 600. Printing Costs (Brochures, bookmarks, flyers) = 200.	2,500.	2,500.10
	$29,225.00	$29,225.00

Part III. No. 3 **ACTIVITIES UNDERTAKEN**

LIBRARY AND INSTRUCTIONAL MATERIALS ACQUIRED -

The following types of materials were purchased for use by tutors and students:

Books, booklets, videos, audio cassettes, computer programs.

These materials address a variety of topics: reading disabilities, strategies for teaching and learning, practical life skill information, short stories, biographies, spelling, writing, math manuals and workbooks, fiction stories, personal enhancement, goal setting, newspaper - all of which are written at a low reading level specifically for adults. The following activities were done to insure a good selection and to get the materials into use by tutors and students:

Selected appropriate materials through reviews, hands on perusal at publishers' exhibits and recommendations of other literacy educators.

Solicited and received input of tutors in regard to subject of materials needed.

Promoted the use of these materials through the newsletter, at tutor meetings and to individuals.

We found in our reviewing that a lot of adult materials are being published, but a lesser amount is really useful and practical for a volunteer tutor or the student. What we find especially workable, we purchase multiple copies. All these resource materials are accessable by tutors and students through public library interloan and the MARC office. This LSCA project has provided the funds for building an excellent collection of high-interest/low vocabulary library materials geared for adults and expendable items that facilitated instruction.

TUTOR TRAINING -

Two (2) workshops were conducted for training new volunteer tutors (16 hours each). This provides the new volunteer with background information for understanding the adult non-reader, teaches the components of reading, and demonstrates a variety of teaching methods and use of instructional materials. They were held: January 23, 30, February 27, 1993 (all Saturdays); and August 23 - 24, 30 - 31, 1993 (weekday evenings). This 16 hour workshop is a requirement of all new volunteers into the MARC tutoring program regardless of previous educational background. It provides a foundation upon which volunteers can continue to add knowledge by tutoring and by attending additional workshops.

The following advanced workshops were conducted for tutors to build upon their previous training and to increase their knowledge and insight into the learning processes. The topics and contents are summarized below with dates of each:

Syllabacation Plus Phonics Spells "Phun" - October 23-24, 1992 (6 hours)
Teaching strategies for pronouncing and spelling multisyllable words
Hands on experience and practice by workshop participants.

Reading Opens the World - March 20, 1993 (6 hour workshop)
Ten mini-sessions on a variety of subjects dealing with teaching adults, use of portfolios as assessment and progress, spelling tricks and strategies, learner centered ideas for curriculum usage, increasing student's self esteem and ability perception.
Keynote speaker was Curtis Aikens, TV personality on the Home Show, a former non-reader.

Discover Intensive Phonics - May 8, 1993 (6 hour workshop)
A method of teaching reading that is easy and fun to implement, and is extremely effective with students who have a history of reading problems.

Literacy, Society and School (State Literacy Conference) - Sept. 16-17, 1993
20 mini-sessions on a variety of literacy topics: Workplace Learning, Research and Practice, Shifting the Paradigm..., Bronx Educational

Services, U. S. Census Data, Corrections Education, Community Services and Literacy Education, Portfolio Assessment.

These workshops provide the volunteer with up-to-date and pertinent training which they use in tutoring and add to their understanding of the literacy problem.

The presenters of the workshops were contracted for their experience and expertise in the field of teaching adults how to read. The activities of the presenters included lecture, visual aids, demonstration, and interaction with participants. Their presentations were relevant, up-to-date and practical to the lay person in education. The tutors come away rejuvenated and excited about using what they have learned.

Part III No. 4 **ROLE OF LIBRARY**

This LSCA project aided the Greenville Library to reach a segement of the population for library usage otherwise not using because of low reading skills. All the students receive library cards at their local libraries which opens up a new source for personal enjoyment and informational materials. The interloan system among the county libraries enables tutors and students to access materials from the literacy project without travelling great distances. The Greenville Library helped implement the goals and objectives of this project by providing:

- Office space and use of equipment (phone line, computer and printer, copier, typewriter) for the M.A.R.C. Program Director.
- A conference room for tutoring and to house instructional materials.
- Use of library staff to answer phone, relay messages to Program Director, schedule conference room use, process and handle circulation and retreival of literacy related library materials.

- Use of delivery and interloan services between other libraries in the county.
- Promotion of the project through its sources and contacts.

The M.A.R.C. literacy program is an extension of the library's outreach to the community. Its evening and Saturday hours makes the program accessible to more people than through a school setting. Also, the library is a neutral, non-threatening public place for adults to frequent as opposed to the school system where the adult new learners have experienced past failures. Although this literacy program works in conjunction with schools and receives in-kind services, the public library involvement is the main factor in the success of reaching the non-reading adult in our rural county. In comparing the M.A.R.C. literacy program through the library with other literacy programs through schools in neighboring counties, M.A.R.C. is 100% more successful in enrolling adults.

Part III. No. 5

AGENCIES AND ORGANIZATIONS PROVIDING SERVICES

The following regularly provide services for the literacy program and were involved in the coordination and planning:

Department of Social Services, Montcalm County
Five public school districts in Montcalm County
Eightcap Employment and Training Agency
Six public libraries in Montcalm County
Churches
Industries - Frigidaire, R. J. Tower, Federal Mogul
County Extension Office
Migrant Council
United Way - Montcalm County
Service Clubs - Greenville

The above agencies and crganizations served the project in the following ways:

- Distributed publicity materials to their population (clients, employees, members)
- Provided conference rooms for tutoring and large group meetings.
- Financial contributions
- Made referals of students and volunteers to the literacy program.
- Serve on the M.A.R.C. Board of Directors
- Participates in the network of promoting tutoring services.
- Provides in-kind services of office space and use of equipment (Schools and libraries)

A good working relationship has been established with these groups as they see the value of working together in making a positive impact upon the community as well as in the lives of the individuals.

Part III. No. 6

LIBRARIES AND OTHER SITES USED FOR PROJECT

Names and Locations:

Greenville Public Library	Greenville, MI
Greenville Public Schools	Greenville, MI
Greenville Adult Education Center	Greenville, MI
Intermediate School District Center	Greenville, MI
First United Methodist Church	Greenville, MI
Turk Lake United Methodist Church	Greenville, MI
Tamarack Public Library	Lakeview, MI
Lakeview Community Education	Lakeview, MI
United Methodist Church	Howard City, MI
Central Montcalm Adult Education Center	Stanton, MI
Home Township Library	Edmore, MI
Montebella Adult Education Center	Six Lakes, MI
Montcalm Community College	Sidney, MI
Vestaburg Public Library	Vestaburg, MI

The above facilities were used by tutors and students weekly for their meeting rooms. This provided places to meet near their location as distance and lack of public transportation often would be a barrier for many of the students in this rural area.

Part III. No. 7

IMPACT OF THE FEDERAL PROJECT ON THE ONGOING PROGRAM

The result of this LSCA Title VI project was the ability to reach over 100 adult students and to utilize the expertise of trained volunteers in providing free reading instruction on a 1-1 basis. We anticipate a continued demand for this type of service as it is meeting the needs of adults with low reading skills.

I propose that federal funds be allocated to maintain and strengthen ongoing programs specifically with coverage of administrative costs. The following are obstacles faced by local literacy programs in generating adequate operating funds:

Libraries cannot bear the cost of staff to operate a literacy program. This is especially true in the rural areas. However, a limited amount of in-kind services are feasible.

The public, businesses and industries refuse to fund staff costs of a program. The feeling is that governmental agencies should carry that responsibility.

The public schools are not responsive to the flexibility of meeting times, locations and individualized tutoring that are needed by the adult. This type of program plus using volunteers does not fit into the state formula for receiving funds.

Lack of regular funding hinders long-range planning of volunteer literacy programs.

In rural areas, the communities cannot generate $50,000 annually for a literacy service. ($50,000 with in-kind contributions from schools and libraries can operate a program of 100 students and 100 volunteer tutors).

With Federal funds volunteer literacy programs can focus on delivery of services and training of volunteers rather than fundraising efforts.

The impact of federal support upon our ongoing program means the difference between existence and non-existence. Large numbers of people are learning to read

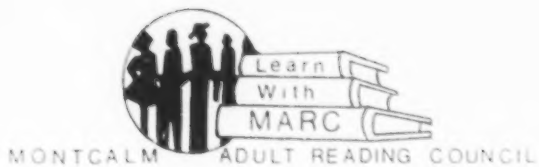
through 1 - 1 tutoring who are not being reached through any other program. Volunteers are successful as tutors with proper training and supervision and this type of project is very cost effective to the nation (approx. $500 per student per year when schools and libraries co-sponsor and provide in-kind services). It is going to require multiple avenues of education for our nation to reach its goal of adult literacy by the year 2000 and library literacy programs should be one of them.

EXHIBITS

Brochure
Newsletter

FREE READING HELP

FOR ADULTS



MONTCALM ADULT READING COUNCIL

Call:
(616 754-6359
or
(616) 754-4635

Or Call Your Local Public Library for Information

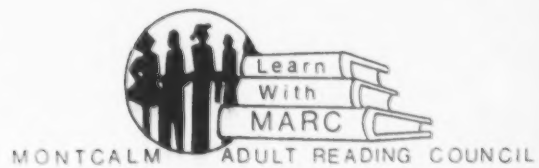
Montcalm Adult Reading Council
205 S. Franklin
Greenville, MI 48838

BEST COPY AVAILABLE

YOU ARE NEEDED!

YOU CAN READ...

...BUT HUNDREDS OF MONTCALM COUNTY ADULTS CANNOT



Volunteer to help through the:

MONTCALM ADULT READING COUNCIL
(MARC)

(616) 754-6359
or
(616) 754-4635

Or Call Your Local Public Library for Information

M A R C

Member of Michigan Literacy, Inc.
Laubach Literacy Action

The **Montcalm Adult Reading Council** is a cooperative venture with the Greenville Public School Community Education Department and the Greenville Public Library.

The program is aimed at adults whose reading skills are 0 - 8th grade and will benefit from one-on-one tutoring.

These adults cannot read well enough to:

*find want ads for jobs or housing
*fill out a job application
*understand road signs and maps
*follow instructions on labels
*read to their children
*acquire information from books or newspapers
*become informed citizens
*be promoted beyond low-paying jobs

Individuals of other native languages, Hispanic, Asian, etc., may learn English through the ESL (English as a Second Language) program of the Council.

Adults **can** learn:
*free of charge
*privately and confidentially
*at a convenient time and place
*with materials and methods geared to adults
***with a trained tutor**

WHAT CAN YOU DO?

Be a volunteer tutor
Give of your time
Teach an adult to read and write

Volunteer tutors are:
*Competent
*Concerned and interested in the adult non-reader
*Trained by a certified trainer
*Willing to volunteer two or more hours of their time each week

You will be trained in a 16 hour workshop by a certified trainer in a variety of teaching methods.

Professional support and advanced training is given periodically.

Your qualifications must include patience, time, and the willingness to share your own ability to read and write.

You will be participating in a literacy movement begun over 45 years ago by Dr. Frank Laubach through "Laubach Literacy Action" (LLA) and, more recently, "Literacy Volunteers of America" (LVA).

WON'T YOU HELP?

_____ I would like to help teach an adult to read. Please notify me of your next tutor-training workshop.

_____ I know an adult who wants to learn to read. Please call me.

_____ I need help with reading.

_____
(Name)

_____
(Street)

_____
(City) (State) (Zip)

_____
(Phone)

_____ I would like to contribute
$_____ (Tax deductible as allowed by law)

_____ I would like a representative from the literacy council to present a program to:

_____
(Name of Organization)

_____
(Phone)

Detach this portion and mail to:
Montcalm Adult Reading Council
205 S. Franklin
Greenville, MI 48838
or call: (616) 754-6359
(616) 754-4635

MONTCALM ADULT READING COUNCIL
205 S Franklin,Greenville,Mi. 48838
(616)754-6359

Literacy Update

Vol 7, No. 6 Montcalm County Nov-Dec 1993

2 FACES of LITERACY

"Where are we going?"

Literacy for conformity

Literacy **organizations** at all levels are under tremendous pressure to be like others.Rules and regulations,assessments, questionaires and grant proposals are overloading everyone.

The **Adult New Reader** wants to learn to read the manual at work,to preserve his job,to become more like everyone else at work who must also read that manual.

A **tutor** should stick to tried and true materials and methods (for example Laubach,etc) to assure measurable results.Goals should be very normal and attainable.

Local **literacy councils** often flounder or waiver in uncertainity without some help or direction from a state, national or even international organization. The most obvious of these are governments,because they have funding available.

Literacy as liberator

Literacy **organizations** at all levels should be free to use the crerative talents of volunteers to meet the needs of those seeking their help.Isn't every potential student unique and different?

The **Adult New Reader** wants to learn to read in order to lighten up his dark life as a non-reader and by doing so will be able to read the manual and much more.

A **tutor** must recognize progress by the student. If there is no progress tutors should be free to adopt new, imaginative approaches to help the student move forward.

Local **literacy council** need to depend on local funding as much as possible since funds coming down from a central group have attached to them a pressure to conform to a central 'norm'.

(more on page 7)

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Literacy News

(Council Business

SEPTEMBER NEWS

The Greenville Daily News has given M.A.R.C. a great amount of much appreciated publicity during September Our Literacy Council wants to thank the staff of the local newspaper for their support over the years.

LAKEVIEW U/T

The tutor group meeting at Tamarack Library in Lakeview is growing. On Sept 28, 2nd V.P.Richard Wheeler chaired a good group who discussed the subject on the front page of this issue plus other information of & about our Council. Mark your calendar (November 23) and plan to join in!!

ESL PICNIC

The fourth annual ESL Picnic on Sept.12, 1993 was once again held at the lake. A nasty rain storm in the morning and work schedules conspired to keep attendence down, but those who made it enjoyed themselves.

TUTOR MEETINGS 2

Our V/T meetings are very soon. Check page 6 for info!

Literacy Update is a bi-monthly newsletter of the Montcalm Adult Reading Council. Correspondence and contributions are encouraged though MARC reserves the right to edit all submissions.

EDITOR'S NOTE:

After the last issue-(MEN of MARC)--a few women asked if it would be followed by a "WOMEN of MARC" issue?

No! and the reasons are not chauvinistic.

There are many, many women involved with the Literacy Council who have been featured in every issue except the last one (MEN of MARC).

STATE CONFERENCE

Eight members of MARC recently attended the annual State Literacy Conference (Sept 16&17) in Mt. Pleasant. (Dorothy Arnold,Olivette Kassouni,Rev J Crabtree, Mary Madden,Jan Whitney, Lucille Mclachlan,Kenneth Thorn, Virginia Schantz) This allowed for at least one member to attend every single workshop offered.

Our council now has been infused with a wealth of useful information such as the 2 reports on page 4.

MEIJER TAPES

October total $35,067.Next turn-in is Feb.Keep saving!

2 FACES

(fron page 1)

"*Where are we going?*" is the question asked by the keynote speaker (Dr. Phyllis Cunningham of N. Illinois University) at the State Conference Sept.16 in Mt.Pleasant. CONFORMITY vs LIBERATION

Of course, every group or organization needs some rules/guidelines to keep them together and functioning...More rules and guidelines tend to make members more like each other..CONFORMITY!

Researchers note that governments give funds to literacy programs only to convince people that everybody is the same and thus should be treated equally. This tends to put a check on individuality.

We all know that the beauty of the human race lies in it's diversity.

Learning to read ought to be a great liberation for adults and a key to opening up their unique potential.

In the 90's there are 2 types of organizations, "the QUICK and the DEAD" It's hard to be quick if you're bogged down with the rules of conformity. 7

Doctor Lit

Dear Doctor,

I remember from my train ng in Litstart that Reader+Text+Context=Reading I can t put my finger on it but isn't something else necessary? Perplexed in Pierson

Dear Perplexed,

Yes. In order for an adult student to become an independent reader it is not enough to simply recognize the letters and pronounce the words. A learner-centered approach to literacy requires the tutor to help develop the adult students' critical thinking skills(using life experiences plus prior knowledge to enhance the understanding of what is read).Reading=bringing meaning to and getting meaning from words.

MARC DIRECTORY

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V/T President
Rev. Jean Crabtree 754-3718
ANR Advisor
Edna Hanover 754-0820
'Update' editor
Ken Thorn (517) 352-6810

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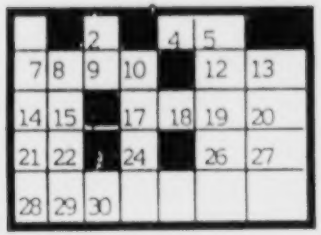
Calendar



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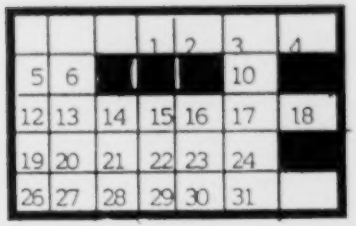

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NOVEMBER

1,3 ESL Tutor Training (for all tutors) 6:30-9:30 pm

6 **Reading Rally** (9:30am in Jackson)

11 **ANR Meeting** 7pm (Greenville)

16 **V/T Meetings** (Greenville (10 & 7)

23 **V/T Meeting** (10am Lakeview Library)

25 THANKSGIVING

DECEMBER

1-8 **Tutor Report Forms** due
A special thanks to all who have been turning in in the monthly reports on time.

7 **Portfolio Assessment Workshop** (9am C.M.U.)

8 **MARC Board Meeting**(3pm)

9 **ANR Meeting** (7pm)

11 **Student Holiday Party** (1pm in Portland)

25 **CHRISTMAS**

Our English

paradigm
(pér' é dim)
Being accustomed to doing things a certain way: Stuck in a rut!

Profile

Virginia Watson is the director of the newly energized **State Literacy Resource Center** which is headquartered at CMU in Mt. Pleasant. She had an important part in planning and presenting the recent State Literacy Conference.

Student Page

This page is for students. Please feel free to write a story, poem or article for this page.Or submit a class paper, you are proud of. If you have something to say to tutors or other students..... this is the place to put it.Share your thoughts-see your words in print.

The ANR advisor is Edna Hanover (616)754-0820

The Learners in the MARC program have formed a group called **Adult New Readers**. The **ANR** meets the second Thursday of each month at the United Methodist Church (next to Greenville Library) at 7 pm. All Learners are invited to join us.

All students in District 9 are invited to a **Holiday Party** in Portland (Dec.11)

ONE TOO MANY BURGERS

Reading opens many little doors in life, like voting, taking a driver's license test and even ordering food in a favorite restaurant.

I can now order what I want to eat. I used to always order a hamburger because everyone had it on the menu. Now, I can order something besides hamburger. *Bazil Cope*

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Reports

PORTFOLIO ASSESSMENT

A student portfolio is a collection of papers that the student has picked out themselves. They pick out their best works and in this way it builds up their self esteem....and they see how they have improved.

It's easier to start a portfolio in school but can be done with adults also. Adult's portfolios will be very different than that of a school student. Their s will have what they are learning and the adult's will have what they already know, but want to build upon. Different things they may want to put in are:

Academic Skills such as communication, mathematics, science/technology and problem solving.

Personal Management Skills like responsibility, flexibility, career development and organization.

Teamwork Skills such as communicating, contributing, responsiveness, leadership.

The person can use their portfolio when looking for a job. Dorothy Arnold

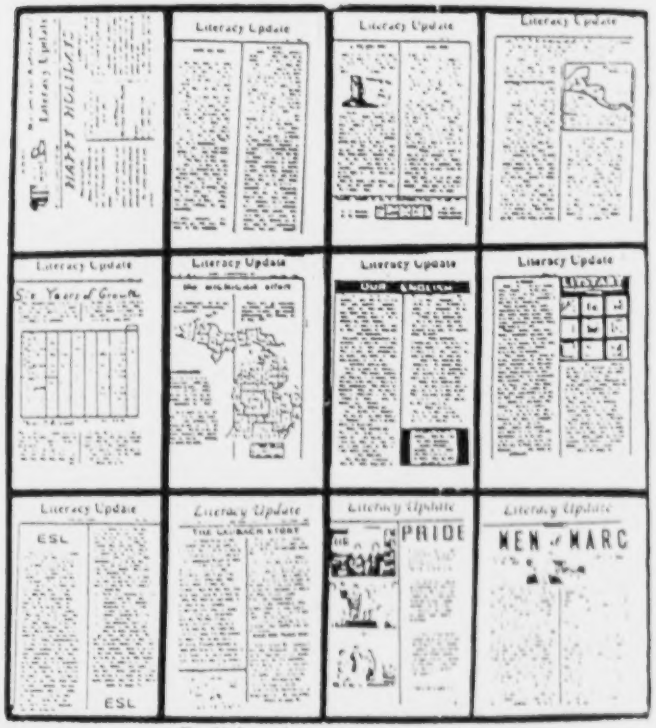
4

WHO ARE YOU?

At the State Conference I got an idea I plan to try with my student.... We were given four cards ...Each card described a kind of person...We were asked to arrange them in the order we felt best described ourselves..We were then asked to sit in groups, based on the card we put on top. (We were evenly divided, with no one personality trait being dominant) Furthermore, we saw some part of ourselves in each card. I plan to use these cards to better understand how my student sees himself. I know how I see myself, by using the same cards. Through changing emphasis, choosing or modifying our teaching techniques...the general climate of each session could better fit my student. (We have the same goal-his literacy)

Perhaps, with applied understanding we will be able to have a much more productive and satisfying 'teaching and learning' experience. Virginia has cards too. Thelma Bishop

Resources

LITERACY UPDATE **is a bi-monthly paper for friends and associates of MARC. It is also meant to be shared with students. The Front Page stories and other items can be used for reading lessons by tutors. The Student Page (p3) is intended as material for a lesson with your student. This page is always filled with student writings and information for students.**

Build a lesson around it.
You can use any or all the components of language. Things like: beginning and ending sounds, blends, diagraphs, syllables, phonics, sight words and word families

5

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